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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Method of the Research

This research is a descriptive qualitative (content analysis). According to Gray et al, (2007), content analysis is exactly a set of process in examining the certain things especially in terms of art and literature (popular magazines, comics, television show, and any other literatures).

Meanwhile, Richard and Schmidt, (2002 p.124) define a 'content analysis' as a method used for analyzing and tabulating the frequency of occurrence of topics, ideas, opinions and other aspects of the content of written and spoken communication. For example, content analysis could be used to determine the frequency of occurrence of references to males, females, adults, children, Caucasians, non-Caucasians, etc., in a set of language teaching materials, in order to discover if any particular attitudes or themes were unintentionally being communicated in the material.

In addition, Boglar and Taylor (1975) in Moleong (2002) as cited in Arba'ati (2015) stated that a qualitative research is a research designed by resulting descriptive data both orally and written. This research analyzed the cultural contents which were disseminated in English textbook used by the Eighth Grade students of Junior High School 03 Bangkinang. The goals of this research were to know about how the cultural contents are disseminated in English textbook and what the cultural contents are disseminated in English textbook

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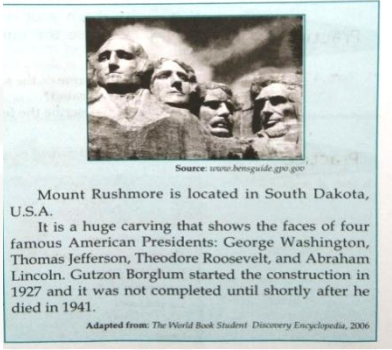

In doing so, McGrath (2002) proposed three methods for textbook evaluation; the impressionistic methods, the checklist method, and the in-depth method. Commonly, this research employed in depth method evaluation. In depth method evaluation examines the textbook in deeper and more detailed way by focusing on particular aspects such as kind of language description, underlying assumption about learning or values in which the materials are based, or the relevancy of materials to the context of textbook users (McGrath 2002).

Furthermore, the writer conducted a descriptive qualitative research. For collecting data, the writer used such instrument namely documentation (English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*'). The data for this research are in form of reading passages and pictures since it contains the cultural values.

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**Table III.1**  
**Types of Cultural Information in EFL Materials**

No	Types of Cultural Information	Illustration
1	Reading passage	 <p>Source: <a href="http://www.benguide.gov.gov">www.benguide.gov.gov</a></p> <p>Mount Rushmore is located in South Dakota, U.S.A. It is a huge carving that shows the faces of four famous American Presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Gutzon Borglum started the construction in 1927 and it was not completed until shortly after he died in 1941. Adapted from: <i>The World Book Student Discovery Encyclopedia</i>, 2006</p>
2	Pictures	 <p>Source: <a href="http://www.cas.sc.edu">www.cas.sc.edu</a></p>

*Adopted from English in Focus 2*

However, data analysis consists of two main stages. First, in order to know what cultural contents are disseminated in the textbook, the contents in the textbook including the reading passages and pictures which contain cultural values were categorized into the source culture, the target culture, and the international culture (Cortazzi and Jin, 1999). The source culture refers to Indonesian culture. The target culture refers to the culture of native speaker like UK and United States, and the international culture refers to cultures which do not belong to the source culture and the target culture.

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Second, in order to know how the cultural contents are disseminated in the textbook, the cultural contents found in the textbook were categorized into the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense (Adaskou, Britten&Fahsi, 1990). Findings were then presented in the form of table and chart. To see the percentages of data analysis, the writer used the formula as follows;

$$\frac{F}{N} \times 100 \%$$

## **B. The Time and Location of the Research**

This research was conducted from November-December 2017/2018 of academic year. Meanwhile, for content analysis, the writer analyzed the English textbook used by the Eighth grade students of Junior High School 03 Bangkinang. It is located on Pasir Sialang Street Bangkinang Kampar regency.

## **C. The Subject and Object of the Research**

### **1. The subject of the Research**

The subject of this research was the materials on the textbook analyzed (*English in Focus for Grade VIII Junior High School (SMP/MTs)*). A content analysis was conducted in order to know what cultural contents are disseminated in the English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*' used by Junior High School 03 Bangkinang, and how the cultural contents are disseminated in English textbook mention earlier. In addition, an analyzed textbook entitled '*English in Focus for Grade VIII Junior High School*



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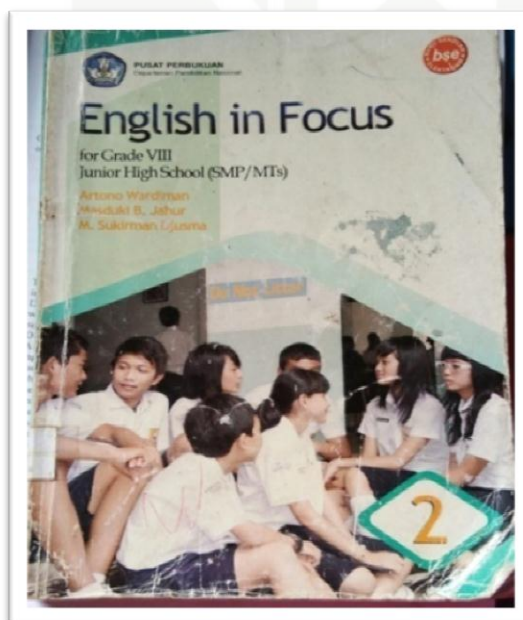
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(SMP/MTs)', was published by National Education Department. It contains six chapters. The topics of the sixth chapters are shown in the table.

**Table III.2: Chapters and topics in the Textbook**

Chapters	Topics
<b>Chapter 1</b>	My Favorite Animals and Plants
<b>Chapter 2</b>	It's Time for Holidays
<b>Chapter 3</b>	Growing Up
<b>Chapter 4</b>	Friend in Need is a Friend Indeed
<b>Chapter 5</b>	Personal Experience
<b>Chapter 6</b>	Share Your Story

**Picture III.1**  
**English in Focus for Grade VIII**



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Furthermore, in the textbook, every chapter contains three parts; *learning essential*, *learning review*, and *skills*. English *skills* are involved; Listening, Speaking, Reading, and Writing. (See appendix 1)

Additionally, *learning essential* also takes a part. Learning essential contains a grammatical function that has been studied in that chapter. Learning essential aims at reminding the students of the grammar used in every chapter. The last one is *learning review*. In this session, the textbook provides some questions related to the material that has been learned before. For example ‘What have you learnt in this chapter?’ In short, the textbook involves the three parts including; *skills*, *learning essential* and *learning review*. Thus, the students will be guided in learning because the used textbook has been completed.

The title of the English textbook is ‘*English in Focus for Grade VIII Junior High School (SMP/MTs)*’, it was published in year 2008 by the National Education Department. English in Focus 2 was written by Artono Wardiman, Masduki B.Jahur, and M. Sukirman Djusma. This book consists of six chapters as mentioned below.

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**Table IV.1**  
**Themes, Units and Chapters of English in Focus for**  
**Grade VIII Junior High School (SMP/MTs)**

Themes	Topics	Text Genres
<b>Unit 1</b> <b>My Favorite Animals and Plants</b>	Flora and fauna Pets	Short functional texts (memo, signs) Descriptive texts
<b>Unit 2</b> <b>It's Time for Holidays</b>	Cities and Holidays	Short functional texts (notice, postcards, leaflets, notes) Descriptive texts
<b>Unit 3</b> <b>Growing Up</b>	Adolescence	Short functional texts (advertisement, announcement, timetable) Recount text
<b>Unit 4</b> <b>A Friend in Need is a Friend Indeed</b>	Friendship	Short functional text (brochure) Narrative text
<b>Unit 5</b> <b>Personal Experience</b>	Personal stories	Recount texts Short functional texts (letter)
<b>Unit 6</b> <b>Share Your Story</b>	Folklores	Narrative texts Short functional texts (advertisement)

## 2. The Object of the Research

The object of this research was the cultural contents disseminated on English textbook used by the Eighth Grade students of Junior High School 03 Bangkinang.

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## D. The Technique of Collecting Data

To gain data in answering the research questions, the writer used documentation for the instrument. According to Syafi'i, (2015), documentation or content analysis is the data gotten from both photocopying and video-recording. Thus, the writer used a photocopying '*English textbook used by the Eighth grade students of Junior High School 03 Bangkinang*'. The data for this research were collected from English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*' which was published by National Education Department. The data for this research were focused on reading passages and pictures from the English Textbook used by the eighth students of Junior High School 03 Bangkinang.

The reading texts and pictures in the textbook were then investigated by employing the four senses; the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense (Adaskou, Britten & Fahsi, 1990), and by employing the types of culture, namely; the local or source culture materials, the target culture materials, and the International culture materials (Cortazzi and Jin, 1999).

The reading passages and pictures were chosen if they have high possibility to contain cultural values. The data were collected by selecting the items explained above which are available in each unit of the textbook.



## E. The Technique of Analyzing Data

In doing the analysis of the cultural contents presented in the textbook, there were several procedures used in this research;

### 1. Constructing the Checklist

The two checklists were created to help the writer coding the cultural contents. Worksheet 1 was intended to classify the senses of cultural contents material. Worksheet 2 was intended to classify the types of cultural contents material.

**Table III.3.**

**Worksheet 1: Senses of cultural contents materials**

	Aaesthetic Sense			Sociological Sense						Semantic sense		Pragmatic sense	
	Art /Literature	Architecture	Music	Holiday/ Leisure	Lifestyle	Social norms	custom	values	hobbies	Concep	Perception	Language code	language forms
Chapter 1													
chapter 2													
Chapter 3													
Chapter 4													
Chapter 5													
Chapter 6													
Total													

**Table III.4.**

**Worksheet 2: Types of cultural contents materials**

	Source Culture Materials	Targer Culture materials	International Culture Materials
Chapter 1			
Chapter 2			
Chapter 3			
Chapter 4			
Chapter 5			
Chapter 6			
Total			

### 2. Constructing the Guideline for Coding

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The guidelines were needed to see the definition of each criterion so the writer could classify each sample to the right column.

3. Analyzing the Textbook

In doing the textbook analyzed, the writer read carefully page by page, looking into line by line, picture by picture. Pages which contain some elements of cultural contents were then marked by using a post-it note.

4. Coding

Codes were developed to make the classification. The codes used are as follows;

a. Codes for the types `of culture

SC = source culture (Indonesian culture)

TC = target culture

ITC = international target culture

b. Codes for cultural senses

AeS = Aesthetic Sense

SoS = Sociological Sense

SeS = Semantic Sense

PaS = Pragmatic Sense

c. Codes for the types of cultural information

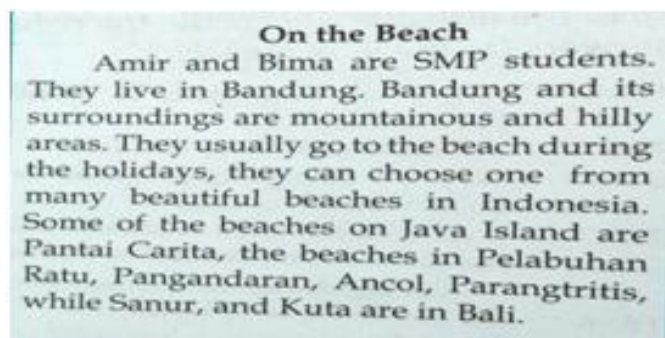
R = Reading passages

P = Pictures

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Picture III.2 a sample 1 of coding



SoS  
SC  
R

(Adopted from English in Focus 2, page 150)

Picture III.3 a sample 2 of coding.



ITC  
P

(Adopted from English in Focus 2, page 43)

The coding in the picture III.2 means that this section contains cultural information in the form of reading passage (code R), it shows the source culture, particularly the sociological sense. On the other hand, the coding in the picture III.3 contains the cultural information in the form of picture (code P). It shows the building that belongs to the Singapore (International target culture).

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## 5. Data Tabulation

After all pages were coded, marked, and noted, the writer inputted the data in the worksheet, manually.

## 6. Analyzing

The data gained from the textbook were then analyzed based on four categories of cultural contents, and the three types of culture which were mentioned earlier. In a detail, data analysis consists of two main stages. First, in order to know what cultural contents are disseminated in the textbook, the cultural contents in a form of reading passages and pictures were categorized into the source culture, the target culture, the international culture (Cortazzi and Jin, 1999).

Source culture refers to Indonesian culture. The target culture refers to the cultures of native speaker which refer to the United States and the United Kingdom, and the International culture refers to cultures which do not belong to the source culture and the target culture, for example; the culture of Egypt, Indian, Malaysian, Singapore, and such.

Second, in order to know how the cultural contents are disseminated in the textbook, the cultural contents found in the reading passages and pictures were categorized into the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense (Adaskou, Britten&Fahsi, 1990). Findings were then



presented in the form of table and charts. The most frequent occurrence, the less frequent occurrence, and the least frequent occurrence were analyzed. The findings were discussed qualitatively to answer the research questions

## 7. Reporting

The result of the analysis were then presented and reported in chapter 4 in the section the data presentation and data analysis.

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